

**2009-
2010**

Ann Arbor Public Schools

Supervision & Evaluation
Study Committee

Supervision & Evaluation
Committee Members:

AAPS SUPERVISION – EVALUATION MODEL: DRAFT 2009-2010

This draft supervision & evaluation model has been developed collaboratively by members of the Ann Arbor Public Schools Supervision & Evaluation Study Committee, comprised of teachers, administrators, and central office personnel. It is presented as a draft to guide practice and learning as AAPS works to adopt a supervision & evaluation model that promotes professional growth and ensures that every child has a highly skilled teacher.

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Purpose of Teacher Supervision and Evaluation in the Ann Arbor Public Schools

The Ann Arbor Public School agreement with the Ann Arbor Educators' Association articulates the following purpose for teacher supervision and evaluation.

"The primary purpose of evaluation is oriented toward the development, maintenance, and retention of a highly qualified, competent and professional staff..." (Ann Arbor Negotiated Agreement)

The authors of the agreement recognize that teacher supervision and evaluation in the Ann Arbor Public School District has as its primary purpose the improvement of teaching and student learning. For teaching and student learning to improve, a professional culture must exist in which teachers are engaged in activities which align with the strategic plan that identify areas of strength and areas of growth, and that support efforts to improve teaching practice, pedagogy, and content knowledge to advance student achievement and close the achievement gap. It is an intended outcome of this model to create and sustain such a culture in all Ann Arbor Schools.

Standards-Based Criteria to Assess Professional Practice

The Ann Arbor model uses the *Framework for Teaching* (Danielson, ASCD, 2007) as criteria against which effective teaching will be assessed and professional goals developed. The *Framework for Teaching* and its respective Descriptors of Practice with Levels of Performance is identified as a research-based set of criteria for teaching practice. The use of such criteria ensures that assessments of teacher practice are based upon valid criteria that has been shown to improve student achievement.

Formative and Summative Aspects

The model promotes both formative and summative assessment of teachers' practice. The formative aspect of the model promotes professional growth through teacher self-assessment, goal setting, and ongoing improvement through the development and implementation of a Professional Growth Plan (PGP). The summative aspect of the model uses classroom observations, teacher conferences with the supervising administrator, and a yearly review of the attainment of individual goals to document professional growth and effective teaching practice.

The objective of the formative aspect is to improve professional practice. This is best achieved when learners take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon the selected standards of teaching practice.

The objective of the summative aspect is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides public assurance of teaching effectiveness, and provides evidence-based judgments about professional practice that can be used to determine tenure and recognize excellence.

Differentiated Model of Supervision and Evaluation

In accordance with the negotiated agreement between the Ann Arbor Public Schools and the Ann Arbor Educators' Association, the model recognizes and differentiates observations procedures and practices for probationary (non-tenured), tenured professional staff, and staff identified in need of intensive supervision. Procedures developed are intended to follow the intent and timelines of current negotiated agreements and state statutes.

Intensive Supervision

Teachers whose practice is determined to be unsatisfactory or in need of immediate improvement by their supervising administrator will be placed on a plan of intensive supervision, during which they will work with their administrator to develop an Individual Development Plan (IDP) which details areas in which their practice must improve, and specific actions that must be taken to document growth and professional competence. Processes used in the IDP will follow those procedures detailed in the negotiated agreement. *(cite / reference the article of the negotiated agreement)*

On the following pages, you will find a narrative of the evaluation cycle and appendices that include important definitions, timelines and all forms for completing the evaluation cycle.

Observation Cycles for Probationary (Non-tenured) and Tenured Professional Staff

Observation of Probationary (non-tenured) Professional Staff

Probationary (non-tenured) professional staff will participate in two complete *evaluation cycles* (consisting of four observations cycles) each year of probationary status. Probationary status will last for four years upon being hired by the district.

During each evaluation cycle, two formal classroom observations will be completed. Each observation will consist of a pre-observation conference, classroom observation of practice, and a post-observation conference. Two evaluation reports will be filed, one at the end of each evaluation cycle.

To prepare for the pre-observation conference, teachers will submit a lesson plan containing information aligned with the *Framework for Teaching* components and elements, demonstrating their knowledge and competencies relative to lesson preparation and planning. Administrators / evaluators will facilitate a pre-conference following an established agenda to ensure all teachers have equitable opportunities to discuss and explain instructional planning, intended delivery of instruction and assessment, and knowledge of students. The agenda is provided to help teachers prepare for the pre-observation conference. At the conclusion of the pre-observation conference the evaluator and teacher will establish times and schedules for the classroom observations.

The classroom observation will be completed by the evaluator, during which he/she will observe practice, collect objective evidence of practice, and align the evidence to specific components and elements of the *Framework for Teaching*. The evaluator may identify questions to discuss with the teacher during the post-observation conference. Within two days following the classroom observation the evaluator will share the evidence collection with the teacher and schedule a post-observation conference to be held with ten (10) school days of the classroom observation.

The post-observation conference will be facilitated by the evaluator and will follow an established agenda. Reflection questions are provided to assist teachers in preparing for the post-observation conference, as well as the agenda for the post-conference. During the post-conference the teacher will discuss his/her reflection on the lesson's effectiveness and student learning, and the evaluator will seek answers to any questions that were identified during the observation. The teacher and evaluator will review the collected evidence of the teacher's practice together, and align the evidence with the *Framework for Teaching* rubrics by highlighting descriptors from the rubric that best fit the evidence collected. (The teacher and evaluator may do this individually, and then compare alignment, or this may be done collaboratively). They will work to reach agreement on the evidence and level of performance to be used in the observation report, with the evaluator having final determination of the level of performance. The evidence and level of performance will be used to discuss areas of teaching strength and areas for future growth.

Following the second post-observation conference the evaluator will prepare the formal Evaluation Report which will be submitted to the teacher for signature and comments, and filed in accordance with AAPS district procedures.

Observation timelines for probationary (non-tenured) professional staff

- Last Friday in September Notification of observation
- Second Friday in October Completed meeting to review process and procedures
- First Monday in December First formal evaluation cycle completed; consisting of two observations, each with a pre-observation conference, classroom observation, and post-observation conference.
 - Formal evaluation report will be signed by the administrator and teacher and filed at the conclusion of the second observation.*
- First Monday in April Second formal evaluation cycle completed; consisting of two observations, each with a pre-observation conference, classroom observation, and post-observation conference.
 - Formal evaluation report will be signed by the administrator and teacher and filed at the conclusion of the second observation.

NOTE: the observation cycle as explained does not prohibit administrators / evaluators from conducting informal observations in accordance with article 4.612.4 of the negotiated agreement.

Professional Growth Plan for probationary (non-tenured) staff. Throughout the probationary period of employment all probationary staff members will participate in a Professional Growth Plan (PGP) which is explained in a following section of this model. Developing and implementing a PGP involves completing a self-assessment of practice using the FfT criteria, meeting with the supervising administrator to review evidence and possible areas of growth identified through observations, and developing goals and a growth plan to guide improvement of teaching practice. Probationary staff members will receive support and assistance in this process from AAPS instructional mentors and coaches.

*Exception: during the third and fourth year of probation the supervising administrator and probationary teacher can decide not to file a written report after completing the first evaluation cycle. If decided, a formal written report will only be completed after the second evaluation cycle.

Observation of Tenured - Professional Staff

Tenured professional staff will participate in one complete *evaluation cycle* (consisting of two observation cycles) during every third year of employment with the Ann Arbor Public Schools.

During each evaluation cycle, two classroom observations will be completed. Each observation will consist of a pre-observation conference, classroom observation of practice, and a post-observation conference.

To prepare for the pre-observation conference, teachers will submit a lesson plan containing information aligned with the *Framework for Teaching* components and elements, demonstrating their knowledge and competencies relative to lesson preparation and planning. Administrators / evaluators will facilitate a pre-conference following an established agenda to ensure all teachers have equitable opportunities to discuss and explain instructional planning, intended delivery of instruction and assessment, and knowledge of students. The agenda is provided to help teachers prepare for the pre-observation conference. At the conclusion of the pre-observation conference the evaluator and teacher will establish times and schedules for the classroom observations.

The classroom observation will be completed by the evaluator, during which he/she will observe practice, collect objective evidence of practice, and align the evidence to specific components and elements of the *Framework for Teaching*. The evaluator may identify questions to discuss with the teacher during the post-observation conference. Within two days following the classroom observation the evaluator will share the evidence collection with the teacher and schedule a post-observation conference to be held within ten (10) school days of the classroom observation.

The post-observation conference will be facilitated by the evaluator and will follow an established agenda. Reflection questions are provided to assist teachers in preparing for the post-observation conference, as well as the agenda for the post-conference. During the post-conference the teacher will discuss his/her reflection on the lesson's effectiveness and student learning, and the evaluator will seek answers to any questions that were identified during the observation. The teacher and evaluator will review the collected evidence of the teacher's practice together, and align the evidence with the *Framework for Teaching* rubrics by highlighting descriptors from the rubric that best fit the evidence collected. (The teacher and evaluator may do this individually, and then compare alignment, or this may be done collaboratively). They will work to reach agreement on the evidence and level of performance to be used in the observation report, with the evaluator having final determination of the level of performance. The evidence and level of performance will be used to discuss areas of teaching strength and areas for future growth.

Following the post-observation conference the evaluator will prepare the Evaluation Report which will be submitted to the teacher for signature and comments, and filed in accordance with AAPS district procedures.

Observation timelines for tenured professional staff

- Last Friday in September Notification of observation
- Second Friday in October Completed meeting to review process and procedures
- First Friday in December First formal observation completed; including pre-observation conference, classroom observation, and post-observations conference.
 - Teachers choosing option 2 of the teacher evaluation must have the first formal observation completed by the first Friday in December
- First Monday in June Second formal observation cycle completed; including pre-observation conference, classroom observation, and post-observation conference.
 - Formal evaluation report is signed by the administrator and teacher and filed at the conclusion of the second observation.

- Teachers choosing Option 2 must have all Professional Growth Plans completed by the first Monday in June.

Teachers choosing option 2 for the third year of the evaluation cycle will follow the Option 2 guidelines as detailed in the master agreement.

NOTE: the observation cycle as explained does not prohibit administrators / evaluators from conducting informal observations in accordance with article 4.612.4 or the negotiated agreement.

Professional Growth Plan for professional (tenured) staff. Throughout the tenured period of employment all staff members will participate in a Professional Growth Plan (PGP) which is explained in a following section of this model. Professional staff will self-assess practice and develop a PGP during the two non-evaluation years of the three year cycle. During the evaluation year of the cycle the professional staff member will complete a brief summary of his/her PGP reflecting on how participating in the plan addressed the professional development goals, and the learning that occurred during the process. Developing and implementing a PGP involves completing a self-assessment of practice using the FfT criteria, meeting with the supervising administrator to review evidence and possible areas of growth identified through observations, and developing goals and a growth plan to guide improvement of teaching practice.

Professional Growth through Self-Assessment and Reflection

The authors of this model acknowledged that self-assessment and individual reflection upon practice is essential to promote professional growth and improvement in teachers' professional practice.

Reflective practices are embedded within the observation cycle in the following manner:

- Teachers are asked to plan and prepare instruction based upon a sequence of learning
- Following a classroom observation teachers are asked to reflect upon the lesson, to self-assess the degree to which the instruction helped achieve the instructional outcomes, and to identify areas in which the instruction could be enhanced for future lessons
- Teachers and administrator / evaluators collaborate in the review of evidence and in determining the levels of performance for teacher practice, promoting a high level of both self-assessment of professional practice and reflection.

In addition to practices that promote professional growth through self-assessment and reflection embedded within the observation cycles, specific opportunities for structured professional growth are established within this model.

Professional Growth for Probationary (non-tenured) Professional Staff

During each year of probationary status as a teacher in the Ann Arbor Public School District, teachers will participate in the development and implementation of a Professional Growth Plan (PGP).

The goals of the PGP on which the probationary teacher will focus will be identified collaboratively by the administrator / evaluator during the formal observation cycles, and through the completion of a self-assessment of practice by the probationary teacher. As part of the post-observation conference, teachers and administrators will identify areas of strength in the teacher's practice, and areas for growth. Teachers will focus on areas of growth in the development of their PGP.

For each area of growth, the teacher and administrator / evaluator will identify the *Framework for Teaching* Component and Element that relates to the area of growth, and will use the descriptors of practice to describe the characteristics of improvement desired, and to establish measurable and achievable goals.

Timeline for completion of Professional Growth Plans for Probationary Teachers

- Second Friday in October Probationary teachers complete a self-assess of practice using the FFT criteria
 - Probationary teacher participates in the first evaluation cycle
- Last Friday in January Teachers will complete their initial PGP with their supervising administrator

- Third Friday in May Teachers will complete their PGP with their supervising administrator to be applied in the following year of probationary status

Professional Growth for Tenured Professional Staff

During the years of teaching when tenured professional staff do not participate in a formal evaluation cycle (two years of the three year cycle) tenured professional teachers in the Ann Arbor Public School District will participate in the development and implementation of an Professional Growth Plan (PGP) that focuses on areas they identify and select for professional growth.

The areas of professional growth on which the teacher will focus on areas of growth identified through a self-assessment of practice using the FFT criteria, and may also include areas of growth identified collaboratively by the administrator / evaluator during the formal observation cycles. Teachers with professional tenured status are encouraged to identify their own areas for improvement, and to develop a PGP individually or with colleagues to promote a professional culture of collaboration and improvement.

For each area of growth the teacher identifies, he/she will align it with the *Framework for Teaching* Component and Element, and will use the descriptors of practice to describe the characteristics of improvement desired, and to establish measurable and achievable goals. At the conclusion of each year the teacher will complete a summary of the activities in which he/she participated to improve in the selected areas, and will complete a brief reflection on his/her learning. A final reflective summary will be presented and discussed with the teacher's supervising administrator during the evaluation year of the three year cycle.

Timeline for completion of Professional Growth Plans for Tenured Teachers (non-evaluation years of the three year cycle)

- Second Friday in October Tenured teachers complete a self-assess of practice using the FFT criteria
- Last Friday in November Tenured teachers will complete their PGP and submit the plan to their supervising administrator for approval
- Third Friday in May Tenured teachers will provide their administrator with a report indicating how they attained the professional growth goals in the PGP.
- *Third year of the cycle* Tenured teachers summarize and discuss their professional growth and achievement of goals with their administrator as part of the evaluation cycle.

Intensive Supervision and Intervention

Article 4.612.4 of the negotiated agreement provides administrators with the responsibility of provided intensive supervision and intervention to staff members whose practice has been identified as less than satisfactory. Any professional or probationary (non-tenured) staff member whose practice is less than satisfactory will be placed on an Individual Development Plan (IDP). The plan will specify what the teacher must do to improve practice immediately, timelines to meet improvement goals, and how improvements in practice will be monitored and evaluated.

Teachers placed on an IDP by the administrator will follow all requirements stated in article 4.612.4 of the negotiated agreement.

Adherence to the Negotiated Agreement between Ann Arbor Public Schools and the Ann Arbor Educators' Association

The components and processes in this model are meant to align with the established negotiated agreements between the district and teachers' association, and acknowledge specific obligations of both parties in accordance with specific articles of the agreement, especially those referencing articles 4.600 and sub-articles within this section of the agreement.

Appendices

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Procedures for the development of a Professional Growth Plan for Probationary and Tenured Professional Staff

Step One: Completing and Self-Assessment of Practice

The first step in the development of a Professional Growth Plan (PGP) is the completion of a self-assessment of practice using the criteria in the *Framework for Teaching* (FFT) (Danielson, 2007). Tenured and probationary teachers will review the criteria of the FFT, and using evidence of their practice, will self-assess their practice to identify areas in which professional growth would improve practice.

Probationary teachers (non-tenured) will be supported in this process by their mentors, coaches, and administrators. While they complete their self-assessment and develop their PGP goals, they will meet with their administrator during the first observation. The administrator will share observation evidence with the probationary teacher to assist the teacher with goal development.

Developing Goals for Improvement

After the teacher completes the self-assessment of practice, s/he will develop no more than two goals for professional growth. The goals will be aligned with the FFT indicating the domain, component, and element on which the teacher's professional development and growth will focus.

Developing a Plan of Action to Achieve the Goal

Once professional goals are developed, the teacher will develop a plan of action to achieve the goal, including methods to measure progress. Probationary teachers will be assisted in this process by mentors, coaches, and their administrators.

Goal Setting Guidelines for Professional and Probationary Teachers

Objective

The objective of the formative aspect is to improve professional practice. To achieve this objective, learners require ownership of the learning goals, established by thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon standards of teaching practice.

Overview

Teachers and administrators will identify and agree upon professional growth goals which align with the *Framework for Teaching* (FFT) Domains of Professional Practice. Teachers will self assess their practice utilizing the FFT Domain Rubrics and review feedback and data received from previous observations where applicable. Goals will then be developed related to areas of growth they've identified from the self-assessment and the observation feedback.

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: The Classroom Environment

Domain 4: Professional Responsibilities

Procedures

1. *Self assessment and goal setting:* Teachers will self assess their practice using the FFT and evidence from evaluations ongoing, or completed in previous years. From this information, teachers will identify professional growth goals and develop a professional growth plan to achieve those goals in the current year.
2. *Agreement of goals and professional growth activities:* The teacher and supervising administrator will discuss options for professional growth related to the selected Components, and will agree upon the final goals and growth activities.
3. *Developing a professional growth plan:* Once approved, teachers will develop a professional growth plan and measurement methods to be implemented during the school year, and present the plan to their supervising administrator for approval.
4. *Completing and reflecting upon goals:* Teachers may collect and present artifacts which document growth in the selected areas. Observation evidence gathered by the administrator can also be used to determine the degree to which the teacher attained the goals.
 1. *Reviewing progress toward meeting the goals:* The professional growth plan and progress made to attain the goals will be reviewed during the Summative Evaluation conference.

Professional Growth Plan

Goals Goal-Setting Form (*duplicate for each goal*)

Teacher's Name _____ School: _____

Grade/Subject Taught: _____ Date: _____

Supervising Administrator: _____

Goal-setting process

- Use the *Framework for Teaching* Descriptors of Practice, Component Level to complete a self-assessment of your teaching practice.
- Review any relative data and feedback available
- Identify areas of practice for professional growth within the FFT you and your administrator have agreed to as areas of focus. It is recommended that teachers select no more than two goals to address in a school year.
- Complete this form to indicate the domain(s) and component(s) selected for growth, and provide information describing how you will improve in the selected areas, and how you will measure / document growth.
- Use this form to refine goals and to develop professional growth plans.

Goal:

Domain: _____ Component(s) _____ Element(s) _____

Rationale for selecting this goal:

Steps to achieve the goal:

Method(s)/procedure(s) for gathering evidence:

How will you measure progress?

Signature of Teacher:

Date:

Signature of Administrator:

Date:

**PROFESSIONAL GROWTH PLAN (PGP)
SUMMARY OF PROFESSIONAL GROWTH AND LEARNING**

Teacher's Name _____ **School:** _____

Grade/Subject Taught: _____ **Date:** _____

Goal: (Component and Element of FFT) Complete for each goal.

Provide a brief summary explaining the degree to which you attained your professional growth goal. Consider the following questions to construct your summary.

- *Did you have to adjust any aspect of your plan? Did any steps change?*
- *What did you learn from the evidence you collected to assess your progress?*
- *How has your instructional practice changed as a result of the learning that you gained?*
- *How will this experience influence your teaching or future improvement goals?*

Teacher signature _____ **Date** _____

Pre-observation Conference Agenda

Teacher's Name: _____ **Grade Level/Subject Taught:** _____

Supervising Administrator: _____ **Date:** _____

Agenda and Meeting Notes

Instructional Outcomes

What instructional objectives and learning outcomes are the focus of this lesson? (Planning and Preparation, 1c)

Discuss / review the district, state standards , frameworks, and assessment benchmarks that are incorporated in this lesson. (Planning and Preparation 1c)

What do you want students to learn?

How will they demonstrate that they've learned it? (Planning and Preparation 1f)

How does the lesson fit into a sequence of learning? (pre-requisite / post requisite requirements) (Planning and preparation 1c)

How do you plan to engage students in the content? What will you do? What will the students do? (1C, 3D)

How will you plan to ensure that all students, including students of color, special need students, low SES, ELL or other students identified in lower achievement groups or exceptional students, were engaged in the lesson? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning)

What difficulties do students typically experience in this area and how do you plan to address this? (1A, 2B, 2C)

Discuss the assessment you will use. (Planning and Preparation 1f)
Pre & post assessments / formative & summative assessments

How do you plan to make use of the results of the assessment? (1A, 1B,2C)

Knowledge of Students (1b: Knowledge of Students)

- *Unique class or student characteristics / demographics*
- *Special needs consideration / class accommodations / ELL*
- *Any special considerations / information that an observer should know about*
- *Resources used in the class (school support personnel, community resources, etc.)*
- *How do your class instructional methods address / accommodate any unique student needs or challenges?*

Schedule date / time for the class observation

Observation date: _____ Time: _____

Designing Coherent Instruction – Review of the Lesson Plan

Discussion: Lesson to be observed (1a: knowledge of Content/Pedagogy; 1c: Setting Instructional Outcomes; 1e: Designing Coherent Instruction; 1f: Designing Student Assessments)

- *General discussion of curriculum unit & lesson to be observed.*
- *Standards being addressed, instructional goals, methods to be employed, assessment methods*
- *If prepared, the lesson plan can be reviewed. If not, the lesson plan will be available by*
_____.

Post-observation Conference

Teacher's Name: _____ Grade Level/Subject Taught: _____

Supervising Administrator: _____ Date: _____

Agenda and Meeting Notes

Review / discuss reflection questions (4a: Reflecting on Teaching)

- *Teacher will have the reflection form and evidence to review prior to the conference*
- *Lesson plans and lesson artifacts (materials, assessments, etc.) may be presented by the teacher*

Discuss evidence that shows how the students were cognitively engaged in the work. What level of engagement is suggested from the analysis of the evidence? (3b: Questioning and Discussion Techniques, 3c: Engaging Students in Learning, 3d: Assessing Student Learning)

Discuss steps taken by the teacher to ensure that all students, including students of color, special need students, low SES, ELL or other students identified in lower achievement groups or exceptional students, were engaged in the lesson. (3b: Questioning, 3c: Engaging Students in Learning, 3d: Assessing Student Learning)

Review / discuss evidence collected in the lesson and collaboratively identify levels of performance for the observed lesson.

Review / discuss areas for growth and any applicable recommendations (This may be in reference to the PGP)

Discussion

- *What strategies might help the teacher achieve his/her goals?*
- *What strengths were observed in the lesson that present opportunities for additional growth?*
- *What resources or supports would help students achieve or support the teacher's work?*

Other:

Reflection Questions (for teacher)

Teacher Name: _____ **Date:** _____

Date of Observation: _____

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning)

How did you ensure that all students, including students of color, special need students, low SES, ELL or other students identified in lower achievement groups or exceptional students, were engaged in the lesson? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning)

Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (1c: Selecting Instructional Goals; 1f: Designing Student Assessments)

How did the instructional strategies you chose support student learning? How do you know? (1e: Designing Coherent Instruction)

What have you done to promote a culture for learning in your classroom? (2b: Culture for Learning)

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so how, and for what reason? (3d: Using Assessment in Instruction; 3e: Demonstrating Flexibility & Responsiveness)

If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? (4a: Reflecting on Teaching)

Are there other thoughts about the lesson that you would like to share?

Lesson Planning Template

Teacher name _____ **Grade Level** _____

Class to be observed _____ **Date / Time of observation** _____

Describe any unique characteristics of the class, and the students in the class, to be observed. (1b: Knowledge of students)

Consider the following:

- *Unique class or student characteristics / demographics*
- *Special needs consideration / class accommodations / ELL*
- *Any special considerations / information that an observer should know about*
- *Resources used in the class (school support personnel, community resources, etc.)*

State your instructional goals and objectives for this lesson. (1c: Selecting instructional outcomes). What do you expect students to learn, and how will they demonstrate their learning? Consider how your selected goals and plan will engage students cognitively and build understanding.

Outline [provide an outline] your instructional plan. (1e: Designing coherent instruction) How will you facilitate learning that engages the students cognitively throughout the lesson?

Describe your use of instructional groups to facilitate learning. (1e: Designing coherent instruction)

Materials / resources you will use in this lesson. (1e: Designing coherent instruction)

Assessment for and of learning. (1f: Designing assessments of learning) How will you assess student learning throughout the lesson (formative)? Describe any summative assessments to be used if applicable.

Probationary Teacher Timeline
Observation / Evaluation and Professional Growth Plan

By last Friday in September	Notification of evaluation
By second Friday in October	Complete self-assessment using FFT Meeting regarding process and procedures. Review PGP with supervising administrator
By First Monday in December	Complete first evaluation cycle
By last Friday in January	Develop initial PGP for first year Probationary teachers; administrator approval
Between first Monday in November and first Friday in February	PGP review for other (non first year) probationary teachers
By First Monday in April	Complete second evaluation cycle
By third Friday in May	PGP completed for following year with administrator approval

- * Observations may not take place during first two weeks or last two weeks.
- * Evaluations must be reviewed with the staff person within 10 days of last observation or agreed to end date.

Tenure Teacher Timeline

Observation / Evaluation and Professional Growth Plan

By last Friday in September	Notification of evaluation
By second Friday in October	Meeting regarding process/procedures (individual or group) inform of process options information on how to make option decisions
<i>By second Friday in October (non-evaluation years)</i>	Tenured teachers complete self-assessment using FFT
	Review PGP with supervision administrator
By last Friday in November (non-evaluation years)	PGP approved by administrator
By first Friday in December**	Decision on option Option #2 may be utilized if there is mutual agreement between the teacher and the evaluating administrator. If no agreement exists, option #1 will be used for evaluation. Option #1 per current contract
By second Friday in January	Develop plan if Option #2 description of Plan goals and objectives of Plan indicators of Success of Plan Implement plan IDP due for any tenured teacher with unsatisfactory evaluation
By first Monday in February	Option 2 Checkpoint #1 (with an option to return to Option 1)

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By first Monday in April

Option 2 Checkpoint #2

By third Friday in May

Complete evaluation cycle (pre-conference, observation, post-observation conference) and review of PGP goals and progress over past two year cycle – Identify PGP goals for following year
If there are any “unsatisfactory” ratings or more than 2 “below expectations” ratings – assigned to IDP

By third Friday in May (non-evaluation years)

Provide administrator with summary report indicating how the PGP goals were achieved and preliminary goals for the following year.

By First Monday in June

Complete evaluation cycle (pre conference observation, post-observation conference) for all others

Complete Option 2

By second Monday in June

Complete improvement IDP for tenured staff with any “unsatisfactory” or more than 2 “below expectations”

- * Observations may not take place during first two weeks or last two weeks.
- * There must be three weeks between observations unless by mutual agreement.
- * Evaluations must be reviewed with staff person within 10 days of last observation or agreed to end date.
- ** The first round of the pre observation conference/observation/post observation conference is to be completed by this date.

Operational Definitions

Enhancing Professional Practice: A Framework for Teaching – Text written by Charlotte Danielson. This book contains the standards-based criteria on which the AAPS evaluation model is based. Cited in the evaluation model as the Framework for Teaching. Published by ASCD, 2007.

- **Descriptors of Practice** - Descriptions of professional practice for each domain of the FFT, which includes levels of performance on a continuum from unsatisfactory to distinguished.
- **Domains** - the four domains of the FFT; Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **Components** - criteria within the domains which identify professional practices within a specific domain of the FFT.
- **Elements** - criteria within the components that provide isolated characteristics of teaching within a specific component with descriptors of practice.

Evaluation Cycle – One complete cycle of the evaluation process, consisting of two observation cycles followed by an evaluation report signed by the teacher and administrator. Each observation cycle consist of a pre-observation conference, observation, and post-observation conference.

Evidence – Evidence observed, collected or provided during the evaluation cycle which can be used to determine the level of performance on the descriptors of practice. Evidence is objective, free of opinion or bias, and consists of actions and statements of teachers and students, observable features of the classroom, quantifiable data (e.g. amount of time spent during a lesson warm-up, number of students with raised hands, etc), and artifacts representing a teacher's practice (e.g. lesson plan, instructional materials, student work, etc).

Forms

- **Administrator Forms**
 - **Descriptors of Practice (Element Level Rubrics)** Observation evidence forms – The Descriptors of Practice (two forms at the Component Level and Element Level) are used for observation / evidence gathering by administrators to observe practice, collect evidence and interpret teacher levels of performance.
 - **Pre-Observation Conference Agenda (form)** – An administrative agenda and form used to record and document discussion held during the pre-observation conference.
 - **Post-Observation Conference Agenda (form)** - An administrative agenda and form used to record and document discussion held during the post-observation conference.
 - **Summative Evaluation Conference Notes (form)** - An administrative agenda and form used to record and document discussions held during the summative evaluation conference.

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- **Evaluation Master Report** – Administrative form on which the evaluator summarizes all components of the evaluation cycle provided by the Department of Human Relations.
- **Teacher Forms**
 - **Goal Setting Procedures** - Procedures to guide teachers in the development of professional growth goals.
 - **Professional Growth Plan (form)** - Teachers document their goals and measurement criteria on this form, which is reviewed with the evaluator during the observation conferences.
 - **Professional Growth Plan Summary Report (form)** – Teacher form used to summarize how they attained the goals in their Professional Growth Plan.
 - **Descriptors of Practice (Element Level)** - The Descriptors of Practice (Element Level) will be used by the teacher for self-assessment prior to the goal planning conference.
 - **Lesson Plan Template (form)** - Form used by teachers to provide information about the lesson that will be observed in any of the three observations (diagnostic observations, first and second formal observations). Schools may provide their own lesson planning form for this purpose.
 - **Reflection on the Lesson (form)** - Used by teachers after the formal observations to prepare for and share with the evaluator during the post-observation conference, and to document evidence of reflective practice.

Formal Observation – Pre-scheduled observations of a teacher's practice, including pre-observation and post-observation conferences, and at least 30 minutes of classroom observation.

Formative Assessment – The process of assessing and providing feedback to promote personal reflection, improve professional practice, and to facilitate goal setting for the purpose of professional growth,

Individual Development Plan (IDP) – A plan of intensive assistance on which teachers received unsatisfactory performance ratings are placed. The IDP specifies action that must be taken to improve teaching practice, and specific timelines for improvement to be documented.

Non-tenured teachers – Probationary teachers who have not yet attained tenured status.

Pre-Observation Conference – A conference with the teacher and administrator prior to any formal observation for the purpose of reviewing information regarding the lesson to be observed.

Post-Observation Conference – A conference with the teacher and administrator after each formal observation for the purpose of providing feedback to the teacher and gathering additional information as necessary.

Probationary Teachers – Teachers who have not yet attained tenured status. Probationary teachers usually remain on probationary status for a period of four years.

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Professional Growth Goals – Improvement goals for the evaluation cycle developed by the teacher and approved by the administrator.

Professional Growth Plan (PGP) – A plan developed by the teacher after completing a self-assessment of practice. The plan contains goals for professional growth, steps the teacher will take to attain the goals, and processes to be used to assess the attainment of the goals.

Reflection – The thoughtful analysis of the various aspects of teaching, with subsequent ideas on how to further improve professional practice. A teacher's written reflection should be specific to his/her professional growth goals and considered against the criteria from the Framework for Teaching.

Roles and Responsibilities – Teacher and Administrator responsibilities in the supervision and evaluation process.

Rubric – A scoring guide that includes criteria and performance descriptors at different levels. In the AAPS Teacher Evaluation Process, rubrics from the Framework for Teaching will be used to assess attainment of stated professional goals in the teacher's professional development plan, and to assess classroom performance during formal and informal observations.

Self- Assessment – A comprehensive assessment of practice completed by the FIRST teacher which assesses the teacher's level of practice as described by the criteria of the Framework for Teaching. The FIRST teacher will use the observation evidence form to complete the self-assessment.

Summative Evaluation – A document written by the administrator that includes a description of performance based on the criteria from the Framework for Teaching and a summary of professional growth and development as evidenced by progress towards, or attainment of established professional development goals. The summative evaluation will be written at the conclusion of the evaluation cycle for both non-tenured and tenured teachers.

Tenured Teacher – Any AAPS teacher holding a Professional Educator license and granted tenured status.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN – ANN ARBOR PUBLIC SCHOOLS

Name _____ School Year _____ Date of Plan _____
Evaluator _____ Assignment _____

Others Contributing to Development of the Plan:	Date:	Nature of Contact:	Status: (Check One)
			<input type="checkbox"/> Probationary Year 1
			<input type="checkbox"/> Probationary Year 2
			<input type="checkbox"/> Probationary Year 3
			<input type="checkbox"/> Probationary Year 4
			<input type="checkbox"/> Tenured
			<input type="checkbox"/> Post-Probationary
			<input type="checkbox"/> Non Tenured

The Individualized Development Plan provides a framework for the development of essential teacher competencies focused on assuring student success and achievement. The format of the plan is intended to promote collaboration between teacher and supervisor, promote reflection regarding one's teaching skills, and identify areas for teacher growth and improvement.

The areas of teacher performance include:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Goals are to be stated in behavioral terms. What skills will the teacher enhance or develop in order to increase student achievement?

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IDP Type:

_____ **Developmental
(Probationary)**

_____ **Improvement
(Tenured teacher with
required IDP)**

_____ **Enhancement
(Tenured teacher with
satisfactory evaluation)**

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GOALS / FFT COMPONENT & ELEMENT	OBJECTIVES	MEASURES and/or EVIDENCE	SUGGESTED RESOURCES

Completion date (for improvement IDP only) _____

GOALS / FFT COMPONENT & ELEMENT	OBJECTIVES	MEASURES and/or EVIDENCE	SUGGESTED RESOURCES

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Completion date (for improvement IDP only) _____

GOALS / FFT COMPONENT & ELEMENT	OBJECTIVES	MEASURES and/or EVIDENCE	SUGGESTED RESOURCES

Completion date (for improvement IDP only) _____

GOALS / FFT COMPONENT & ELEMENT	OBJECTIVES	MEASURES and/or EVIDENCE	SUGGESTED RESOURCES

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Completion date (for improvement IDP only) _____

In addition to listing activities, please cite specific examples of how student learning has/will be enhanced by your efforts this year.

This IDP is supported by related activities in the Personal Development Plan (PDP).

_____ <i>Signature of Teacher</i>	_____ <i>Date</i>
_____ <i>Signature of Supervisor</i>	_____ <i>Date</i>
_____ <i>Signature of Contributor</i>	_____ <i>Date</i>
_____ <i>Signature of Contributor</i>	_____ <i>Date</i>

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Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of Child and Adolescent Development; Knowledge of the Learning Process; Knowledge of Students' Skills, Knowledge, and Language Proficiency; Knowledge of Students' Interests and Cultural Heritage; Knowledge of Students' Special Needs

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Knowledge of Child and Adolescent Development</i>	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
<i>Knowledge of the Learning Process</i>	Teacher sees no value in understanding how students learn, and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn, and applies this knowledge to individual students.
<i>Knowledge of Students' Skills, Knowledge, and Language Proficiency</i>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency, does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency, and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency, and has a strategy for maintaining such information.
<i>Knowledge of Students' Interests and Cultural Heritage</i>	Teacher displays little or no knowledge of students' interests or cultural	Teacher recognizes the value of understanding students' interests and	Teacher recognizes the value of understanding students' interests and	Teacher recognizes the value of understanding students' interests and

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	heritage, and does not indicate that such knowledge is valuable.	cultural heritage, but displays this knowledge only for the class as a whole.	cultural heritage, and displays this knowledge for groups of students.	cultural heritage, and displays this knowledge for individual students.
<i>Knowledge of Students' Special Needs</i>	Teacher displays little or no understanding of students' special learning or medical needs, or why such knowledge is important.	Teacher's displays awareness of the importance of knowing students' special learning or medical needs , but such knowledge may be incomplete or inaccurate.	Teacher actively seeks knowledge of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

Domain 1: Planning and Preparation

Component 1e: Designing Coherent Instruction

Elements: Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Learning Activities</i>	Learning activities are not suitable to students or to instructional purposes, and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, and with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity, and are differentiated, as appropriate, for individual learners.
<i>Instructional Materials and Resources</i>	Materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.

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<i>Instructional Groups</i>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
<i>Lesson and Unit Structure</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Domain 1: Planning and Preparation Component 1f: Designing Student Assessment

Elements: Congruence with Instructional Outcomes, Criteria and Standards, Design of Formative Assessments, Use for Planning

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Congruence with Instructional Outcomes</i>	Assessment procedures are not congruent with instructional outcomes	Some of the instructional outcomes are assessed through the proposed approach, but many are not	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	The proposed approach to assessment is fully aligned with the instructional outcomes, in both content and process. Assessment methodologies may have been adapted for individual students.
<i>Criteria and Standards</i>	The proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
<i>Design of</i>	Teacher has no plan to	Teacher's approach to the use	The teacher has a well-	The teacher's approach to using formative

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<i>Formative Assessments</i>	incorporate formative assessment in the lesson or unit.	of formative assessment is rudimentary, including only some of the instructional outcomes.	developed strategy to using formative assessment, as has designed particular approaches to be used.	assessment is well designed, and includes student as well as teacher use of the assessment information.
<i>Use for Planning</i>	Teacher has no plans to use assessment results in designing future instruction	Teacher plans to use assessment results to plan for future instruction for the class as a whole	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students; Student interaction with one another

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Teacher Interaction with Students</i>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect genuine respect and caring, for individuals as well as groups of students. Students exhibit respect for the teacher, beyond that for the role.
<i>Student Interaction with One Another</i>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

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Domain 2: The Classroom Environment

Component 2b: Establishing a Culture for Learning

Elements: Importance of the content, Expectations for learning and achievement, Student pride in work

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Importance of the Content</i>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the content's importance.
<i>Expectations for Learning and Achievement</i>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<i>Student Pride in Work</i>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to “do good work” but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work initiating improvements in it by, for example, revising drafts on their own, or helping peers.

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Domain 2: The Classroom Environment

Component 2c: Management of Classroom Procedures and Student Behavior

Elements: Management of instructional groups, Management of transitions, Expectations for Behavior, Monitoring Student Behavior, Response to Student Behavior

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Management of Instructional Groups</i>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and most students are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and students are productively engaged at all times, with students assuming responsibility for productivity.
<i>Management of Transitions</i>	Transitions are chaotic, with much time being lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
<i>Expectations</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<i>Monitoring of Student Behavior</i>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<i>Response to Student Misbehavior</i>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or infractions of the rules are minor.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

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Domain 3: Instruction

Component 3a: Communicating With Students

Elements: Expectations for learning, Directions and procedures, Explanations of content, Use of oral and written language

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Expectations for Learning</i>	The teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose of the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
<i>Directions and Procedures</i>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<i>Explanations of Content</i>	Teacher's explanation of the content is unclear or confusing, or uses inappropriate language.	Teacher's explanation of the content is uneven: some is done skillfully; other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<i>Use of Oral and Written Language</i>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

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Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions, Discussion techniques, Student participation

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Quality of Questions</i>	Teacher's questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<i>Discussion Techniques</i>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<i>Student Participation</i>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Domain 3: Instruction

Component 3c: Engaging Student in Learning

Elements: Activities and assignments, Grouping of students, Instructional materials and resources, Structure and pacing

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Activities and Assignments</i>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged,	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their

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				understanding.
<i>Grouping of Students</i>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<i>Instructional Materials and Resources</i>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<i>Structure and Pacing</i>	The lesson has no clearly defined structure, or the pace of the lesson is too slow, or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria, Monitoring of student learning, Feedback to students, Student self-assessment and monitoring of progress

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Assessment Criteria</i>	Students are not aware of the criteria and performance standards by which their	Students know some of the criteria and performance standards by	Students are fully aware of the criteria and performance standards by which their work	Students are fully aware of the criteria and performance standards by which their work

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	work will be evaluated.	which their work will be evaluated.	will be evaluated.	will be evaluated and have contributed to the development of the criteria
<i>Monitoring of Student Learning</i>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole, but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding.
<i>Feedback to Students</i>	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<i>Student Self-Assessment and Monitoring of Progress</i>	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but make active use of that information in their learning.

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Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

Elements: Accuracy, Use in future teaching

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Accuracy</i>	Teacher does not know whether a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the success to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the success to which it achieved its instructional goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strengths of each.
<i>Use in Future Teaching</i>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable successes of different approaches.

Domain 4: Professional Responsibilities

Component 4b: Maintaining Records and Communicating with Families

Elements: Student completion of assignments, Student progress in learning, Non-instructional records, Information about the instructional program, Information about individual students

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Student Completion of Assignments</i>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.

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<i>Student Progress in Learning</i>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
<i>Non-instructional Records</i>	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.
<i>Information About the Instructional Program</i>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for parent communication, but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<i>Information About Individual Students</i>	Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms.	Teacher communicates with parents about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on student progress, with students contributing to the design of the system. Response to parent concerns is handled with great professional and cultural sensitivity.

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Domain 4: Professional Responsibilities

Component 4d: Professional Collaboration and Growth

Elements: Relationships with colleagues, Involvement in a culture of professional inquiry, Enhancement of content knowledge and pedagogical skill.

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Relationships with Colleagues</i>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
<i>Involvement in a Culture of Professional Inquiry</i>	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
<i>Enhancement of Content Knowledge and Pedagogical Skill</i>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
<i>Receptivity to Feedback from Colleagues</i>	Teacher resists feedback on teaching performance, from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance, from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching, from both supervisors and colleagues.

AAPS Supervision – evaluation model: draft 2009-2010

OPTIONAL: For Tenured Faculty or Acknowledgement of Service from Probationary Faculty

Domain 4: Professional Responsibilities

Component 4e: Contributions to the School and Profession

Elements: Service to the school, Participation in school and district projects

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Service to the School</i>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<i>Participation in School and District Projects</i>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.